

OREGON

	Oregon			U.S.			Range of State Scores		Median Scores [†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	39%	37%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	71%	72%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	50	55	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	757	788	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	23	46	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	89%	81%	↓	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	6%	7%	↓	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1990, 1996)	21%	26%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	32%	—		29%	—		5-41%	—	27%	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

[†] Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

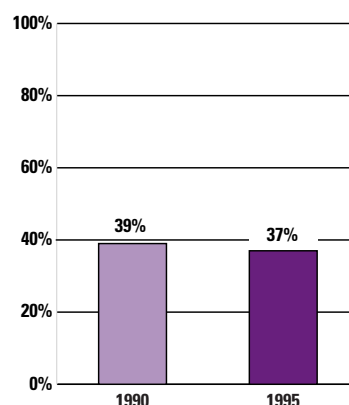
— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

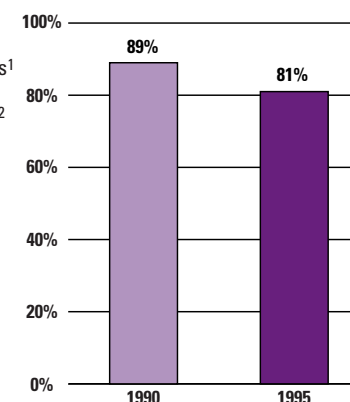
See Appendix C for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more health risks¹ (Indicator 1)



¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds¹ who have a high school credential² (Indicator 6)



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

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GOAL 3 Student Achievement and Citizenship (continued)

11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997) ^o	40	46	↑	55	85	↑	9-177	18-223	41	65
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GOAL 4 Teacher Education and Professional Development

12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	64%	59%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	86%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	22%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	18%	18%	↔	22%	27%	↑	6-42%	7-48%	20%	23%

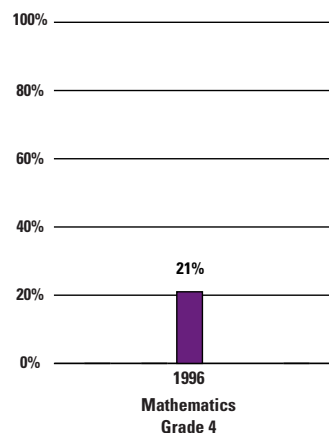
GOAL 5 Mathematics and Science

16. International comparisons in mathematics and science will be reported in future Goals Panel reports. [∞]	—	—		—	—		—	—	—	—
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KEY

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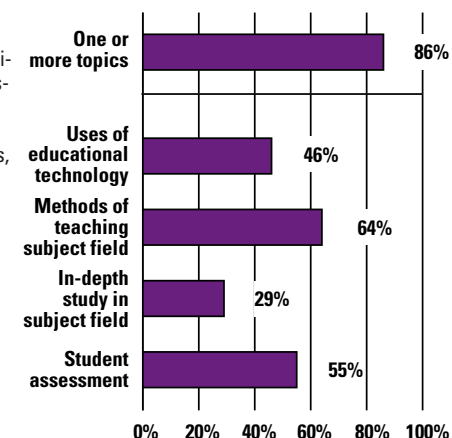
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard¹ in reading and mathematics (Indicators 8 & 9)



¹ A complete description of the performance standard can be found in Appendix C.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



[†] Median is the middle score in a set of ranked scores.

^o See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[∞] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update

GOAL 5 Mathematics and Science (continued)

17. Increased the percentage of public school 8th graders whose mathematics teachers									
• have students work in small groups? (1996)	77%	—				45-92%	—	67%	—
• address Algebra and functions? (1996)	48%	—				45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	42%	—				39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	35%	—				7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to									
• all students? (1991, 1995)	41%	47%	↑			25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	41%	48%	↑			22-64%	22-57%	39%	39%
• female students? (1991, 1995)	37%	40%	↑			23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

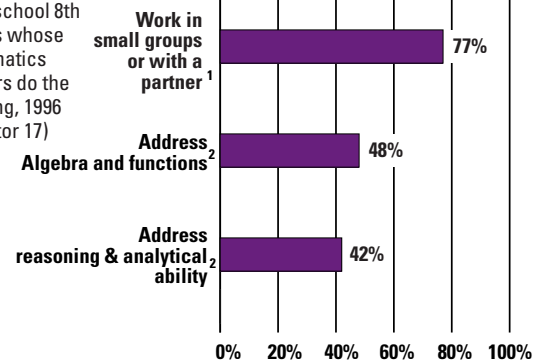
20. Increased adult literacy? (1992)	77%	—				46-77%	—	53%	—
21. Increased the percentage of U.S. citizens									
• registered to vote? (1988, 1992)	73%	78%	↑			58-95%	63-92%	71%	75%
• voting? (1988, 1992)	65%	72%	↑			50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	54%	57%	✱			33-68%	37-71%	53%	55%

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Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)

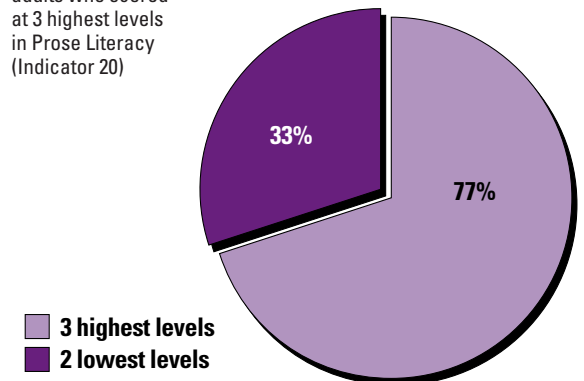


¹ At least once a week.

² On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy

Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



[†] Median is the middle score in a set of ranked scores.
 — Data not available. See Appendix A.
 ** Indicators are not the same at the national and state level.
 ✱ Sample size does not permit a reliable estimate of change.
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 See Appendix C for technical notes and sources.

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GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

23. Reduced marijuana use? (1991, 1995)•	—	—	**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—	**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—	15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	37%	57%	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

32. Decreased schools with minimal parental involvement									
• Teacher's perspective? (1991, 1994)	19%	30%	↓	**	**	9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	13%	12%	↔	**	**	4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	21%	↔	**	**	8-37%	12-50%	16%	22%

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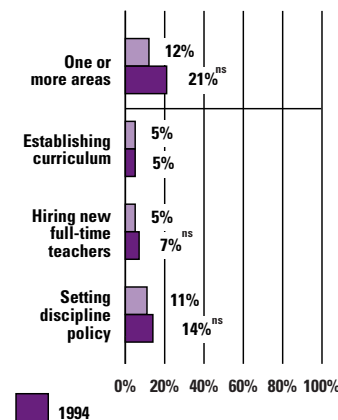
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Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence¹ on the following areas (Indicator 33)



¹ On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

^{ns} Interpret with caution. Change was not statistically significant.